

Introduction

Simulation Based Education (SBE) is becoming an increasingly important facet of undergraduate and postgraduate healthcare training (1, 2). In 2016 The Association of Simulated Practice in Healthcare (ASPiH) published national standards related to SBE (3). This document includes 8 standards specifically related to the training of novice simulation faculty.

This study seeks to qualitatively explore the experiences and journey of novice simulation faculty starting out in this field of teaching. The research questions are:

1. What are the experiences and journeys of novice simulation faculty?
2. Do the experiences of novice simulation faculty reflect national standards?

Methods

This study adopts a qualitative approach utilizing 1:1 semi-structured interviews of approx. 30mins duration. 6 participants each with 6-18 months experience in delivery of SBE were recruited. All participants had responsibility for delivering SBE as part of a formal job role. An interpretive phenomenological approach is being used to analyse the results (4). This will be triangulated with the project supervisor and another member of the department experience in this methodology. Emergent themes will be identified and checked for saturation across the data sets.

Results

Data analysis is almost complete the time of abstract submission. Key points arising from initial analysis include:

- Early 'trial and error' experiences
 - Lack of formal training
 - Based upon own experiences as student
 - Adoption of a clinical focus rather than non-technical skills
- Lack of confidence and feeling uncomfortable during early debriefing experiences
- Value of formal training
 - Clinical experience in area not enough – debriefing requires specific training
- Challenges in gaining feedback on debriefing
 - Perception that feedback should be requested by student and not part of usual structure of sim session
- Challenges with simulation equipment

Discussion and Conclusion

In order to best support novice simulation faculty it is vital to understand what their experiences are, and what these mean to them.

Strong emergent themes from initial analysis include the perceived value of formal training in debriefing, and how this has been transformative to practice. This supports the inclusion of formal debriefing training in the ASPIH standards.

Another emergent theme is challenges in obtaining feedback on their facilitation. This suggests that novice simulation facilitators are not meeting the ASPIH standard related to feedback. Where such areas are identified, this study aims to explore the reasons behind this, in order to identify ways we can better support novice simulation faculty, and achieve the ASPIH standards.